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ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: *Public Order Evidence Gathering Team (EGT) Course*	
Centre of Learning/Unit (Session Owner): *Operations Support Division*	**Centre of Learning/Unit (Session Deliverer):** *Operations Response Unit*
Session Name: *Major Scenario*	
Session Duration: *120 mins*	**Session ID:** *Session Twenty-one*
Delivery Location: ☐ Academy ☒ Other (specify):	
Author Name: *David HARDS SC*	**V or VP Number:** vp*38887*
Aim: To provide learners with the knowledge, skills and understanding required to consolidate their learnings and conduct an effective EG deployment in a practical environment	
Learning Outcomes: On successful completion of this session, learners should be able to: *1. Operate video camera in a live environment*	
Resources/Equipment: - *Nominated Training facility* - *Two trainers* - *Learners in dress of the day* - *One camera per two learners* - *Role Players x 12* - *1 x PSU (or similar)* - *Face covering* - *Flare* - *Protest banners and training wing props* - *Protest Flyers x 3*	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No **Comments:** - *Risk Assessment in place for the venue and checked* - *Health and Safety Check of the working area – Suitable for session*	

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- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

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Session Name: Major Scenario			
Delivery Method	**Content**	**Delivery Resources**	**Time**
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). **Introduction** Trainers will introduce themselves and the session **Maslow -** Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. **Gestalt -** Route map of session outlining Aim and Objectives. **Knowledge Check -** to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Assessment	During this lesson learners will be participating in physical activity so at before the		110 mins

File location: 31(1)(d)

Version date: 11-May-2018 Review date: 11-May-2019
Ownership: Operations Response Unit Approved: Superintendent OSD

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	commencement of the lesson a warm up will be conducted in accordance to the current warm up used by the ORU Training Wing. This must be completed before any live stands or scenario activity. Trainer should have an Assessment Instrument for Practical Sessions in order to assess the learner against the required Assessment Criteria. **PHASE ONE** A Police Support Unit (PSU) has parked around the corner from the event and they are being provided with updated information from the EGT who have already conducted a pre-event deployment prior to the PSU arriving. Information from the management team is that a small group of protesters plan to blockade the local member of Parliament's office. A direction has been made to move a PSU in front of the building in a line formation. Along with the direction to the PSU, management has requested an EG's team to follow alongside the PSU and establish themselves behind the Police line (Between the building and the PSU). There is no set formation for the EG's to travel in with the PSU as events will be dynamic in nature. EG's must consider the fluidity of the event, tactics used by the PSU and safety considerations of all members. Trainers are to observe how the EG's react when the PSU are given an order to move to the new location and form a line.		

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	Trainers should ensure this order comes over 31(1)(d) (Tac. channel) to demonstrate situational awareness of the EG's. If EG's miss the original communication over the radio there is an expectation they will either ask the PSU or they will adapt to the situation accordingly. ***Assessment*** *- There will be no requirement for filming required during stage one, the learning outcomes will be focused on how the EG's move within the PSU. Look to see how the EG's react to the dynamic nature of the situation and see if they are moving independently or with the PSU and are they getting the camera equipment ready to film upon immediate arrival.* **PHASE TWO** The protest develops and peaceful protestors have now assembled on the outside of the police line and a number of speeches are being conducted. EGs are expected to film the peaceful protestors using the H.A.L.T. technique. Whilst EGs are free to move within the protest area whilst the situation is peaceful, they must be mindful of their surroundings. With the final speech almost finishing up two persons move towards the protest with one of them wearing a face covering (mask or similar). The event is occurring in a designated area so Police have the power to demand the person remove the face covering, this is based on legislation introduced in 2017.		

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	An arrest team is formed to engage with the person wearing the face covering, with the nominated person communicating with the subject. EG's should approach the person wearing the face covering as the other Police members approach. Once asked, the male will complies with the request removing the face covering and the EG's will act accordingly. Shortly after this the demonstration will continue as planned. ***Learning Outcome*** *- Observe how the EG's move around the PSU while it is in an extended line formation, and how quickly observations are made to spot the person in the face coverings. EG's should move when the other police members approach the male as the situation has the potential to escalate quickly. If the EG's are confident to approach and all safety considerations are taken into account there is no problem if they choose to approach early. EG's should attempt to capture the request conveyed by the Police member who asks the person with the face covering to remove same.* **PHASE THREE** As the speeches are finalised the group are planning to walk up to the State Library in a pre-planned march to gain maximum exposure for their cause. Police will flank the march and EG's must quickly formulate a plan of how they will best capture this. EG's should follow the march in one of two ways, either walking alongside the march or getting ahead of the march to capture footage. Either method has various		

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	benefits. Once the march is just over halfway of the proposed route they will approach an intersection and one of the protesters will light a flare during this time. The person who lights the flare will stay at the front of the group for a short period of time before either exiting the area or being spoken to by Police. This will be dependent on the decision of the management team at the time, with member safety taking priority. Trainer should take into account the appropriateness and the availability of the flare relevant to the training environment the scenario is being conducted in. In the event a flare cannot be use an alternate mechanism of drawing the EG's attention should be utilised. Trainers should observe how the EG's conduct themselves during the march and where they position themselves. Give consideration to their positioning during the march and how far they move ahead of the march. When the flare is lit observe how the EG's react and their situational awareness. When the footage is reviewed see if the EG's can identify the offender who is carrying the flare. **PHASE FOUR** With the group of protestors approaching an intersection they decide to conduct a 'sit-in'. The group take up a position in the middle of the intersection, still flanked by the Police members who were escorting the march. These flanking police put a cordon		

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	around the protestors to prevent any further protestors attending. The management team approaches the protestors and a discussion regarding the 'sit-in' takes place. EG's will need to consider whether to film this conversation between protest organisers and the management team. During this discussion, a time of five minutes has been negotiated for protesters to clear the intersection, after this time passes police approach the group of protesters. Police signal to the EG's to record this message as they will now give the protesters the option of moving on or will be removed by the awaiting arrest team. **PHASE FIVE** A decision to form an arrest team and remove one protestor on the grounds of breach of the peace is made. This protestor will be identified early and learners will be made aware of that person. Role players will be instructed to remain within a distance the arrest team can effectively engage with them and not retreat from the area. Once the arrest has been executed and the section returns through the line there is an expectation the EG's will follow until the arrested person is handed over to the processing team. This will ensure continuity is followed throughout the entire process.		

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	EG's will need to monitor the situation and consider whether it is viable to remain with the arrested person. Consideration should be given to whether there is any other incidents occurring and whether they are capturing the best evidence of the worst offence. ***Trainers will follow the scenario and the live training environment is aimed at assisting participants during the exercise and also allows trainers to instruct during practical exercises where learning opportunities can be identified in real time and adjustments made accordingly.*** This will be an assessable lesson, with trainers completing the relevant assessment instruments for each particular learner. The scenario will be completed twice, allowing for learners to perform both the lead and safety duties. It is expected this will be completed more efficiently the second time due to the familiarity of the exercise. Trainers will be encouraged to make adjustments during the second scenario to ensure learners don't get complacent in the dynamic learning environment.		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - How did you find filming in a live environment? - Was it different to what you were expecting?		5 mins

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	- How did you find performing the 'Lead' and 'Safety' role in similar scenarios? **THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.**		

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